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ANN ARBOR PUBLIC SCHOOLS

FORTY-FOURTH

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

1899/1900

SCHOOL DISTRICT NO. 1

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ANNUAL REPORT

ANN ARBOR PUBLIC SCHOOLS

1899-1900

To the Tax Payers of Ann Arbor School District, No. 1.

The Board of Trustees, of School District No. 1, of the City of Ann Arbor, Mich., have the honor to submit their forty-fourth annual report for the school year beginning Sept. 4, 1899, and ending Sept. 3, 1900.

RECEIPTS FOR YEAR 1899-1900.

From City Treasurer	$42,677 64
From Township Treasurer	1,273 50
From State Treasurer—Primary Money	3,922 50
From Fines	34 00
From Tuition	6,029 21
From sale of old desk	5 00
From Overdraft, S. S. Bank, Aug. 27th	8,052 64
Total receipts	$61,994 49

DISBURSEMENTS, 1899-1900.

Paid overdraft of preceding year	$ 3,923 29
Teachers' Salaries	38,665 24
Refund of Tuition	142 86
Janitors	2,147 92
Library Expense	967 95
Library Fund	561 19
Care of Grounds	112 89
Insurance	301 75
Repairs	1,915 18
Improvements	3,225 03
Incidentals	394 16
Fuel	2,751 28
Freight and Drayage	70 91
Water	200 00
Labor	10 25
Lighting	353 99
Supplies	1,665 51
Commercial Dept. Supplies	1,665 51
Office Expense	21 20
Bonds	3,000 00
Interest on bonds and overdraft	1,193 43
Census	61 54
Election Expense	25 75
Truant Officer	90 00
Officers	400 00
Total	$62,316 97
Less outstanding orders	322 48
Total	$61,994 49

ESTIMATED RECEIPTS.

Mill Tax	$ 7,500 00
Primary School fund	4,200 00
Tuition	6,000 00
Balance to be raised by tax if overdraft is taken up	45,903 00
	$63,603 00

(Manual Training Department was provided for separately at the special election held for that purpose.)

ESTIMATED DISBURSEMENTS.

Teachers	$39,000 00
Janitors	2,200 00
Library	1,000 00
Officers	800 00
Taking Census	65 00
Boonds due 1901	2,500 00
Interest on bonds and overdraft	1,200 00
Lighting	350 00
Water	200 00
Fuel	2,700 00
Improvements, repairs, etc	3,500 00
Incidentals	350 00
Supplies	1,700 00
Overdraft Aug. 25th, if taken up	8,038 00
	$63,603 00

It is especially gratifying to report the schools of Ann Arbor in a flourishing and prosperous condition also an increase in enrollment for 1899-1900.

At the Annual meeting last year, the Board was authorized to introduce manual training in the schools, when in its judgment it was thought best. A meeting of the citizens was held in the spring and the Board was urged to do something along this line. On May 10, 1900, this matter was submitted to the tax payers and carried by a majority vote of thirteen, and the sum of $4,000 appropriated for this purpose.

Two women teachers have been secured to teach these new branches. Miss Lina Oesterholm, who will have charge of the Sloyd work, looking after the boys

more especially, and Mrs. Margaret McKay Stivers, who will have charge of the domestic science, under the supervision of Miss Oesterholm. Both of these women have had experience along their respective lines of work and come to us highly recommended.

Manual training has been said to be the "great triumph of the new education" and we venture to predict that those who opposed its introduction into our schools, will be, after they see the benefits that must result from it, its most devoted adherents We all realize in the present day, that the hand should be educated in the use of the saw, the hammer and the lathe as well as domestic science taught, to thoroughly equip our boys and girls for the various duties of of life.

This year Spanish will be taught in the High School, without expense to the district. This will be a valuable adjunct to the school curriculum as "our new possessions" where this language is spoken, will open to our youth good positions.

During the last year High School Hall was made into a study room. That no mistake was made by the Board in carrying out the suggestion of our Superintendent, is evident from the manner in which it has been conducted in providing a convenient place for the students to pass their time between their recitations, and not oblige them to roam the streets or return to their respective homes to study. It supplies a long needed want.

Our library contains over 7,000 volumes. The card index system, begun a year or more ago, has been completed, thereby facilitating the work for the Librarians and the convenience of the public. The Librarian in her annual report last fall recommended that there be a traveling library from the central library to the ward schools.

It has also been suggested that it might be possible for the District Library and the Ladies' Library to consolidate. In our opinion this would be an excellent arrangement and would be the nucleus for a free public library for our city of which the citizens would be justly proud.

Some of the ward teachers have had books at various times, which they have used for class work. We like to see this become more and more popular until we also have the books from the central library circulating through the wards to the fullest extent. Good books are great educators and should be placed where they can easily be secured by our boys and girls.

Upon the recommendation of Superintendent Slauson, in addition to courses preparatory to the University and the English Commercial course now given in the catalogue, graduation under the elective or credit system will be offered the students, which we think will be of advantage to the school. A similar system is in use in the University.

With the exception of the sixth ward, all of the janitors are comfortably housed. At this annual meeting the Board will ask the taxpayers to include in their appropriation for school purposes the sum of $1,000, that a janitor's house may be built on the site of the sixth ward school, as there is abundant room for such a building.

The Trustees believed that to subserve the best interests of the schools it would be wise to have a clerk of the Board; to perform the duties of secretary and treasurer; to be secretary to the Superintendent; to act as clerk and inspector for the various committees. Also to take the school census in one of the two districts; and to act as truant officer. These various duties have heretofore been performed by different persons to whom salaries were paid. The new plan will be more economical for the district and far more satisfactory. The man selected to do this work is Grove J. Ray, an energetic, capable business man.

The Board regrets that it must report an overdraft at the States Savings Bank of about $8,000. Economy has been rigidly carried out in the managment and care of the schools. To maintain our present high standing in educational lines we ask for an appropriation of $40,000, knowing it will be more economical for the district than to pay the percentage for overdrafts as we have done in the past. The taxpayers of the district realize what our schools mean to the city, and have ever been willing to provide sufficient revenue to maintain them. The State of Michigan has a world wide reputation as being one of the leaders among the states in the line of educational progress and the schools of Ann Arbor stand second to none in the state, so we may all well feel proud of them.

Mr. Slauson has served two years as our Superintendent. He is in thorough sympathy with his work and is guiding it most efficiently.

The teachers in the High School and the wards have done careful, conscientious and painstaking work, and are in perfect accord with the Superintendent.

In some instances the salaries paid are not commensurate with the duties performed.

We have lost some capable teachers by resignation, but feel their positions have been filled by women carefully trained to continue along the same lines of work.

The women teachers should receive the same compensation as do the men for services rendered in the same line of work when they are equally well qualified.

Respectfully submitted,

EMMA E. BOWER,
President.

Superintendent's Report.

TO THE BOARD OF EDUCATION OF THE CITY OF ANN ARBOR:

Ladies and Gentlemen: In accordance with your rules I herewith present a report of the schools under your charge for the academic year '99–'00.

There are many things, some of them of the greatest interest and importance, that cannot be presented in any written report. The general effect of the school work of the children and of the relations between teachers and children upon the growing characters of the children can not be measured by any appliances yet known to the teaching profession. The next generation alone can properly estimate these. The fact that each child has but one school life to live and that errors made in its course mar its character beyond repair should cause all school authorities to act with a full sense of the responsibility resting upon them and with the greatest caution. Only those who realize the great responsibility and are well prepared to meet it, should be permitted to act as guides and guardians of the destiny of the rising generation.

Owing to the fact that the corps of teachers for the past year was nearly the same as that for the preceeding year and that while on duty all have worked faithfully and few have been called from their posts by illness, the conditions have been more favorable for good work than they were in '98–'99. Generally the work has been better and in some rooms it has been very much better.

READING.

The greatest improvement has been in this branch. This has been due largely to the increased supply of supplementary material which has aroused interest and enthusiasm. This is expected to help later in the language work done by the children. The fact that the books used for this work are circulated from building to building and are in constant use will cause them to wear out sooner than they would were they kept in one building all of the time, and it will be necessary to replace them with new ones sooner. If they were not circulated, a larger number would be necessary to afford the same use that is now obtained. The circulatory plan seems better because a smaller immediate expenditure is incurred and yearly purchases in small quantities enable the greatest care to be taken in making selections and give us frequently fresh material. Again, if successive classes do not always read the same books at the same time of year, those pupils who fail in promotion have new matter as well as do those who are promoted.

ARITHMETIC.

In this subject it has not been found feasible to do all that was expected to be accomplished. Only in extreme cases is it wise to make radical departures from old and well established forms of procedure. This is especially true in methods of teaching. Those are most successful into which a teacher. or a corps of teachers gradually grow. For this reason the elementary work in arithmetic has been made a subject of discussion and observation by the teachers, and it is hoped that they may be ready to take it up with energy and enthusiasm during the coming year. There will be an effort to keep these two points in mind: first, to make all of the work thoughtful and productive of mental development; second, to eliminate all that is neither thought-begetting nor likely to be of direct use in life. There has never been too much arithmetic learned in the schools, but there has been altogether too much time devoted to the subject. This has been, in my opinion, due to two facts: first, that the branch has been begun too early in the child's school life; and, second, owing to the fact that children are easily kept busy with "operations" and "problems," much work has been given to them that was not effective in producing mental development. If these two mistakes can be avoided, it seems reasonable to hope that better results may be obtained.

SPECIAL BRANCHES.

The work in drawing was shown to be excellent by the exhibit made in each of the ward buildings near the close of the school year. Miss Cornwell's direction of this work deserves much commenda-

tion. By encouraging freedom on the part of the pupils and guiding them nearer to nature, better work has been obtained. This ought to be continued to a greater extent than it is in the High School. As Miss Cornwell has been engaged for two additional afternoons per week, it may be possible to do this next year.

In music, Miss Potter has labored most faithfully and has secured good results, which would have been better had her health been good. The change in books in this branch has given new interest to the work and has, so far as I know, caused no unfavorable criticism. In both of the special branches the regular teachers have contributed much to the success of the work by their faithful efforts.

The classes in Physical Culture did excellent work but, owing to the fact that it was impossible to make a recitation program that would avoid all conflicts of hours, not all the eighth and ninth grade pupils could be enrolled for this work. With the additional time for which Miss Bender has been engaged for nevt year, it is hoped that conflicts may be avoided and all pupils of these two grades accommodated. A number in higher grades, especially of the girls, who were not required to do so, took the work as an extra. Still more of them can be accommodated next year and those who take the work will gain credit toward examination.

MANUAL TRAINING AND DOMESTIC ECONOMY.

The citizens of Ann Arbor, in voting to authorize you to add these branches to the school curriculum, have taken a long step in advance. During the next year it is planned that the work shall be done by two teachers. Miss Osterholm is to have general charge of the work and is to instruct the boys of grades seven and eight in shop work, and those of grades four, five and six in elementary work, to be done in the regular school room. Mrs. Stivers will teach cooking to the girls of grades seven and eight and sewing to those in grades four, five and six. Equipment for shop work and cooking will be placed in the basement of the High School building.

A word of warning may not be out of place here. Too much should not be expected from this work at the outset. Foundations must be laid and time given for development of both the work and the pupils. Not all pupils are to be expected to be pleased with it any more than with any other branch. As each pupil can have but one lesson, or exercise, per week not a very great deal can be done in one year, and results should not be compared with branches in which there are daily exercises. More frequent exercises would require more teachers, more tools, more rooms, and more of the pupils' time, and would be trying to do more than is done in other cities in this kind of work.

IMPROVEMENTS IN EQUIPMENTS.

The following is a summary of the more important improvements that have been made during the past two years. Additions doubling the capacity of the Tappan and the Philip Bach buildings, with a general rearrangement of the latter as regards its adaptation to the requirements of the health and comfort of pupils and teachers: the purchase, at different times, of new furniture, so that about nine hundred children have been freed from old double sittings with their straight backs and seats and given comfortable modern seats and desks. To this is due, in a large measure, a very noticeable improvement in the order in several rooms. Improved order means better work by the children. It should not be expected that children who are in physical discomfort because their feet do not touch the floor, or because their seats and desks have not the proper relative heights or are not placed at the proper distance apart, will be in amiable moods and do the best quality of mental work. Luxurious furnishings are not necessary for good brain work, but pure air of the proper temperature, good light and general physical comfort are. The greater number of the pupils in the Elisha Jones School are still obliged to occupy the old double sittings, some of them with feet swinging clear of the floor and elbows clashing. Two rooms in the Tappan building and one in the Bach building are similarly furnished. I am confident that if the school patrons really knew the situation, they would not only cordially sanction the Board's action in expending the sum necessary to furnish these rooms suitably but would urgently insist that it be done at once. Three hundred new desks and seats would be needed for this purpose. The substituting of a steam heating plant for the old stoves in the Jones School completes the list of important and expensive improvements. The Fifth Ward School is now

the only one depending upon stoves and windows for heat and ventilation.

CHANGES IN TEACHERS.

Since the close of school we have lost four teachers from the grades and five from the High School. Three of these have gone elsewhere to get higher salaries and three for farther study. Unless their places are filled by more skillful persons, which is not probable, there will, for a time, be a loss to the school while the new teachers are becoming acquainted with their new duties and the pupils. As changes in a strong corps of teachers are generally undesirable it would be wise to adopt a policy intended to make them as infrequent as possible. This, I think, lies in the direction of a

HIGH SCHOOL SALARY SCHEDULE.

Except that custom seems to have fixed the minimum for a beginner, there has been no regular scale in the salaries of the High School teachers. There is a feeling on their part that an increase is obtained only by persistent solicitation of the members of the Teachers' committee by the petitioner or her friends or by both. This leads to jealousies and interferes with the efficiency of the corps. It is highly desirable for the welfare of the school that some scale of salaries should be adopted, to apply, of course, to appointments made after its adoption, so that teachers may know what to expect as a return for satisfactory work. I would suggest that a scale which provides for an annual increase during the first few years of a teacher's service is likely to be most beneficial to the school, because rewards that seem to be within reach are more inspiring than those that seem almost or quite unattainable.

THE HIGH SCHOOL.

This department has had a prosperous year and the general character of the work done has been the same as in the past. Shorthand and Typewriting have been added to the branches taught with favorable results. With the greater freedom in courses of study that is to be allowed hereafter, it is probable that these will become popular studies. During the coming year Spanish, also, will be offered. By an arrangement with Prof. M. L. Kauffman this is to be done without cost to the district.

Two departures from former usage are worthy of notice. As was reported to you more than a year ago, the failure of many of the first year pupils in the work assigned them indicated the need of a room in which they should be required to sit for study when they were not in classes. At Thanksgiving time the chapel was fitted up for this purpose and used during the remainder of the year. I am pleased to report that the number of promotions of first year pupils at the end of last year was much greater than it was the year before, and it is believed that this was owing to the opening of the study room. During the coming year, second year pupils will be required to sit in the study room when not in classes during the second, third and fourth hours, unless excused by vote of the teachers.

The second departure referred to is the adoption of a more liberal policy in the matter of elective courses. While this in no way lowers the standard required for graduation it permits a choice of one-third of the work required to secure a diploma. The real standard of requirement now is a fixed amount and quality of work, two-thirds made up of acknowledged essentials and one-third left to the choice of the pupil, under advice of teachers and parents. At the time of its adoption, this was intended especially for those who were not preparing for college, but owing to the action of the University authorities in adopting a similar plan for regulating admission to that institution, it seems likely to be quite as beneficial to preparatory students as to others.

The High school is sometimes accused of overworking its pupils. About the sixth week of the first semester of last year, each pupil was called upon to report the number of hours per week spent in preparation of each of the branches that he was pursuing. That the reports might be as accurate as possible. notice was given two weeks before they were to be made. The returns were carefully tabulated and averaged and the greatest and smallest number of hours reported was noted. The average showed that the time spent upon most subjects was less, rather than more, than is usually considered necessary. The extremes showed that there was a considerable number of pupils who were trying to get along with much less time devoted to study than is really necessary, and a few who were trying to do altogether too much work. This number, however, was very small and included chiefly foreign students who were of more than the average age of their classes and who were trying to make up for lost time.

The investigation showed that the work was not too severe for healthy average pupils who were properly prepared for the work that they were undertaking.

The High School chapel was well filled on the evening of April 6, to hear representatives of the Class of 1901 in their very creditable

JUNIOR EXHIBITION.

PROGRAMME.

Mueic. *Prayer.* *Music.*

Nothing New, - May Brown, Ann Arbor
The Legend of Merlin, Eva Bogle, Ann Arbor
Three National Songs, Frank C. Cole, Ann Arbor
Chasing Butterflies, - Elma Bailey, Ann Arbor

Music.

The Kentucky Troubles,
Harry E. Hammond, Ann Arbor
Mythology of the Constellations,
Helen Lake, Ann Arbor
How the States received their Names,
Louisa Purfield, Ann Arbor

Music.

Our Navy, - Harold Noble, Ann Arbor
What's in a Name, - Allura Rudd, Emery
A Nineteenth Century Heroine,
Edith Whitney Shaw, Moons, N. Y.

Music. *Benediction.*

On Wednesday, June 20, the forty-first class was graduated from the High School. The exercises were pronounced unusually interesting. Following is the

PROGRAMME.

Music. *Prayer.* *Music.*

The Good Old Way,
Egmont B. Arnold, Ann Arbor
Manual Training,
Herbert E. Coe, Seattle, Wash.
Social Life at Hull House,
Katherine L. Nancrede, Ann Arbor
Song—"When the Heart is Young,"
(Dudley Buck),
Bessie Carson, Ann Arbor
Cadillac, - Alfred C. Finney, Ann Arbor
Facing the Lion, - Effie M. Niles, Ann Arbor
An Ancient Politician,
J Herman Hunt, Saranac
American Tendency to Extravagance,
Ethel M: Read, Pinckney

Music.

The American Boy, George Seybold, Ann Arbor
A Glimpse of Cuban Life,
Charles A. Thomas, Pittsfield
Revelations of Character,
Louise H. Tatlock, Ann Arbor
The Fortification of the Nicaragua Canal,
Lyle A. Whitsit, Ann Arbor

Presentation of Diplomas.

Benediction. *Music.*

List of graduates, 1900:

CLASSICAL COURSE.

Nellie Irene Beebe, Ralph Edward Jenney, Paul Carleton McNiel, Effie May Niles, Jessie Emeryetta Phillips, Louise Hopkins Tatlock.

LATIN COURSE.

Florence Benham Anderson, Gerald Kimberly Brown. Bessie Jeanne Carson, Mary Clarkson, Herbert Everett Coe, Harlow Diodat Grose, Lois Margaret Hallenbeck, Cora Alma Hardinghaus, Sarah Sager Hardy, Louise Fasquelle Hennequin, Albert Euclid Hinsdale, Lee Royal Jenney, Joseph Marvin Lewis, Mary Hough Miller, Mabel Perry, Margaret Lincoln Pomeroy, Philip Richard Sherman, Gladys Hortense Smith, Stephen Herbert Smith, Florence Bartlett Southmayd, Louise Hopkins Tatlock, Lyle Antrim Whitsit.

ENGLISH PREPARATORY COURSE.

Mabel Carolyn Barrows, Nora Regina Braun, George Arthur Malcolm, Adele Fredericka Neuman, Ethel Mary Read, Edna Susan Rice, Rolland Charles Rothfuss, Esther Seltzer.

SCIENTIFIC COURSE.

James Frederick Alexander, Egmont Benjamin Arnold, Eliza Broomhall, Elzina Lucinda Calahan, Leroy William Childs, Edith Swift Corwin, Oscar Alfred Eberbach, Alfred Carrel Finney, Frank Carpenter Galpin, Lucy Maria Glasier, Ralph Othniel Gooding, Florence Tafft Holbrook, John Herman Hunt, Martha Hollister, John Jeffers, Augustus Martyn Johnson, Charlotte Geraldine Lane, Ethel Looker, Grace Emrietta McCray, Ethelyn Irene Manwaring, Ethel Celle Morris, Harry Winfred McClure, Katherine Latimer Nancrede, Caroline Ada Pennell, Frank Cleveland Fennell, Lewis Loomis Richards, George Seybold, Silas Edmund Speckman, Charles Albert Thomas, Geo. Collins Washburn, Lyle Antrim Whitsit, Vernon Claude Wood, Oscar Herman Wurster.

ENGINEERING COURSE.

Oliver Clay Dell, David Hartwell Ladd, Walter Babcock Perry, George Beaumonte Rogers, Nelson Forbes Stevens, Walter G. Tucker, Daniel Warren Webster, Oscar Herman Wurster.

ENGLISH COMMERCIAL COURSE.

Sonia Georgiana de Kallands.

CERTIFICATES OF COMMERCIAL PROFICIENCY.

Wallie Henry Barrows, Mary Ellen Clarken, August William Dorow, Eugene John Heinzmann, Sarah McCourt, Ottilie Amanda Wahl.

The number of pupils pursuing each

of the various branches taught in the High School during the past year is as follows:

	Boys.	Girls.	Total
Astronomy	7	11	18
Algebra	203	152	355
Arithmetic	59	70	129
Botany.	81	58	139
Bookkeeping	51	56	107
Chemistry.	68	38	106
Commercial Law	12	9	21
Commercial Correspd'ce	10	14	24
Elocution.	56	58	114
English (General)	246	224	470
English Literature	17	6	23
French	27	24	51
German	61	50	111
Grammar (English)	54	45	99
Greek	15	8	23
Geometry	85	42	127
History (U. S) and Civics	13	8	21
History, United States	28	17	45
History, English	13	11	24
History, General	58	52	110
History Greek	23	39	62
History, Mediæval	9	8	17
History, Modern	8	6	14
History Roman	21	41	62
Latin	154	147	301
Physics	93	42	135
Physical Geography	6	8	14
Physiology	16	15	31
Rhetoric.	20	8	28
Shorthand	8	14	22
Trigonometry	24	5	29
Typewriting	12	10	22

The following is a list of names whose records show

PERFECT ATTENDANCE

For Four Years.

High School—Louise Emily Georg.
Eighth Grade—Hazel Dell.

For Three Years.

High School—Elma Bailey.
Eighth Grade—Ralph W. Doty, Andrew Madsen, Katie Steeb.
W. S. Perry School—Gertrude Marsh.
Third Ward School—Davis Fields.
Elisha Jones School—Gertrude Beck, Ellery Schmidt.
Fifth Ward School—Lillie Greiner.
Tappan School—Howard Martin.

For Two Years.

High School—Edwin Carl Kempf, Effie Niles, Bertha Schaffer.
Eighth Grade—Dana Hiscock, George J. Moe, Olive Staebler.
W, S. Perry School—May Sleight, Freddie Wahr.
Third Ward School—Myrtle Robinson, Harold Fields.
Elisha Jones School—Bernice Rooney.
Tappan School—Ray Anderson, Raymond Herbst, Flora Mason.

For One Year.

High School—Nellie Beebe, Nora Braun, Ralph Gooding, Dewey M. Forshee, David H. Ladd, Louise Mann, Carl E. Parry, Harold Wines.
Eighth Grade—Ruth Allmendinger, Lucile Higgins, Herbert Otis, Minnie Partridge, Albert Peavey, Caroline Sanzi, Florence L. Saunders, Roy Ward, Lynn H. Wood.
W. S. Perry School—Harold Bauer, Ruth Bauer, Clayton Fox, Melvina Frank, Thusnelda Georg, Robert Herman, Fred Heusel, Clara Illi, Lillian Knowles, Harold McGee, Russel Mills, Walter Muehlig, Erwin Otis, Oscar Pardon, Olive Petrie, Frank Reno, Paul Reule, Carl Rogers, Gladys Rice, Edna Schilling, Charles Smith, Alfred Staeb, Edwin Staeb, Willie Strong, Ella Trojanowski, Theodore Wahl, Erwin Wild, Albert Wuster.
Philip Bach School—Rosa Allmendinger, Martin Allmendinger, Mary Dupper, Willie Fischer, Hermann Gochenbach, Alfred Gauss, Hannah Gauss, Emily Gauss, Albert Greve, Amanda Heusel, Fred Hoeft, Flora Hiller, Oswald Katz, Emily Kowalski, Fred Luenser, Ella Martin, Marie Rahr, Rosa Rahr, Emily Rahr, Eugene Sinke, Oscar Staebler, Willie Vogel, Tena Wahl, Charles Wahl.
Third Ward School—Lillie Baumgaertner, Walter Cole, Emma Esslinger, Irene Esslinger, Cecil Fields, Willie Gillen, Robert Greve, Bessie Groat, Fred. Gerstner, Elma Lutz, Oscar Noll, Lilla Pardon, Robert Quintal, Fred. Root, Jerome West, Elsie Zemke.
Elisha Jones School—George Baxter, Henrica Beach, Bertha Beck, Harvey Cornwell, Willie Johnson, Ruth Huston, Willie Hurley, Flora Olmstead, Hattie Olmstead, Edward Schneider, Louisa Swift, Hazel Swift, Floyd Sweet, Walter Stabler, Eugene Trautwein, Bessie West.
Fifth Ward School - Ida Allen, Freda Greiner, Laura Greiner, Mabel Greiner, Tillie Haeuser, Grace Lewis, Alvin Pommerening, Willie Pommerening, Carl Rehberg, Olga Rehberg, George Ransom, Walter Ransom, Herbert Shrope, Thomas Wetherbee, Hannah Wetherbee, Ethel West.
Tappan School—Bennie Cleaver, Ethel Cleaver, Charles Hall, Edna Howard, Gretchen Lydecker, Ezra Lamb, James Purfield, Rex Pemberton, Luella Stampler, Bradner Scott, Marian Scott, Alice Smith, Herbert Snow, John Welch.

STATISTICS.

In the following table attention is called to the fact that the various items are given by schools rather than by departments as has been customary heretofore. This change is made because it is believed that a comparison of schools will be of more worth than a comparison of departments.

SCHOOLS.	Number Enrolled.	Average Daily Attendance.	Per cent. of Attendance.	Cases of Tardines.	Number of Teachers.	Number pupils enrolled per teacher.
W S. Perry.	341	304	96.88	152	8	43
Philip Bach...	349	315	96.14	121	8	44
Third Ward....	286	250	95.59	181	8	36
Elisha Jones...	256	203	95.48	94	6	43
Fifth Ward....	112	90	95.98	50	3	37
Tappan	285	252	95.37	182	7	41
Eighth Grade.	125	107	97.38	79	3	41
High School...	618	475	95 92	1067	19	33
Totals.....	2372	2002	96.03	1926	62	

While twenty-two persons have taught in the High School, six of them have been employed for only a part of the time each week, and their combined time has been equal to that of three teachers. Drawing and music have been taught by a special teacher of each, and one regular substitute teacher has been employed. If these are all counted, the total number of teachers employed has been sixty-eight, exclusive of the superintendent.

The corps of teachers for the academic year 1900–1901 will be as follows:—

H. M. Slauson, Supt.

HIGH SCHOOL.

J. G. Pattengill, Principal – Latin and Greek.
H. N. Chute—Physical Science.
L D. Wines—Senior Mathematics.
Alice Porter—Latin.
Mary E. Hunt—Mathematics.
L. P. Jocelyn—Mathematics.
Sarah Whedon—English Literature.
J. Montgomery—Natural Science.
Gertrude T. Breed—Latin.
D. W. Springer — Bookkeeping and Commercial Law.
Nancy E. Purdum – English and Rhetoric.
Alice E. Rothman—German.
W. H. Hawkes—Physical Laboratory, Physical Geography, Physiology.
Eliza B. Cady—Elocution.
Genevieve E. Mills—English.
Helen H. Bender—Physical Culture.
Elma M. Blackman—Study Room.
S. A. Moran — Shorthand and Typewriting.
Anna Z. Sullivan — Chemical Laboratory.
M. L. Kaufmann—Spanish.
Martha Sturgis—French and History.
Sara G. O'Brien—History.
Cora V. Robison—Botanical Laboratory.
Nellie S. Loving—Librarian.
Helen A. Smith—Assistant Librarian.

WALTER S. PERRY SCHOOL.

Carrie L. Dicken, Principal; Nellie M. Gaffney, Harriet Cook, Luretta P. Saunders, Jeanette S. West, Ora A. Harmon, Maggie T. M'Divitt, Jennie M. Seelye.

PHILIP BACH SCHOOL.

Emily Gundert, Principal; Augusta W. Walters, Georgia M. Covert, Emily R. Marshke, Anna Kirschofer, Fannie B. Van Giesen, Bertha Feiner, Melinda Mogk.

THIRD WARD SCHOOL.

Carrie E. Read, Principal; Zada C. Rhodes, Emma C. Weitbrecht, Lois Smith, Carrie A. Wheeler, Mabel A. Benham, Pauline Wurster, Carrie P. Krause.

ELISHA JONES SCHOOL.

Annet Ailes, Principal; Julia A. Howard, Charlotte Millard, Emma M. Alexander, Katherine Diehl, Eugenie Mogk.

FIFTH WARD SCHOOL.

Matie E. Goodale, Principal; Mae O'Hearn, Anna Clinton.

TAPPAN SCHOOL.

Emily J. Purfield, Principal; Ruth Durheim, Elsie G. Andeson, Ella S. Wright, May L. Cody, Nellie Moseley, Frill G. Beckwith, Rachel Cook.

EIGHTH GRADE.

Clara G. Plympton, Principal; Annie D. Robinson, Lucinda G. Downs.

SPECIAL TEACHERS.

Drawing—Matie P. Cornwell.
Music—Florence B. Potter.
Manual Training — Lisa Osterholm, Principal, Bench Work and Sloyd; Margaret Stivers, Cooking and Sewing; Substitute, Edna S. Rice.

With many thanks to the members of the Board for their liberal support and to the entire corps of teachers for their earnest co-operation in the work of the past year, this report of the forty-fourth year of the Ann Arbor Public Schools is

Respectfully submitted.

H. M. SLAUSON.
Superintendent.

ANN ARBOR, MICH., Sept. 1, 1900.

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